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ABSTRACT

This teaching unit on introducing work is part of a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains six lessons designed to help students become aware of their own educational experiences as they relate to realistic situations and of the relationships between school-learned skills, career preparation and daily living. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Division of Instructional Services

Project CHOICE
#173

A CAREER UNIT FOR GRADES K-2

INTRODUCTION TO WORKING

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 025 892

September, 1979

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
Robin Cole
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Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
Sharon Shires
Rio Bravo - Greely Union School District
Cynthia Silliman
Richland School District

Janet S Wells

Janet Wells
Career Education Resource Teacher

INTRODUCTION TO WORKING

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INTRODUCTION TO WORKING

TEACHER'S GUIDE

RATIONALE

The children are interested in and have had experience with various community workers. Through this unit the children will become aware of their own educational experiences as they relate to realistic situations and they will become aware of the relationships between school-learned skills, career preparation and daily living.

GOALS

The student goals of the Introductory Unit are:

- To become aware of the desirability of being a productive person.
- To become familiar with a range of jobs available. Information regarding knowledge, skills and training requirements, job advantages, disadvantages, and importance to society will be included.
- To relate skills learned in school to skills used on various jobs.
- To become familiar with major motivational factors involved in choosing an occupation and apply these factors to specific careers.
- To become familiar with skills needed to do research in career education by learning to use and complete a task card.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

- List at least two reasons people work.
- Tell about at least two kinds of work they might enjoy. They will tell about the skills needed, training requirements and factors they might like or dislike about the work.
- Name at least three skills necessary in order to do a particular kind of work.
- List at least two reasons a person might choose one kind of work over another.
- Take a task card and complete it.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine the class awareness of work:

1. Why do people work?
2. What are some reasons a person would choose one job over another?
3. Name one kind of job you might do when you are older.
4. Tell why you would need the training you have had in school to do the job well.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Leval Assessment may be used as a pretest as well as a post test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

THE USE OF TASK CARDS

The Task Cards are designed to allow individuals or small groups to pursue special interests. The cards should be housed within easy grasp of the teacher and students. The cards should be introduced a few at a time until the children become familiar with the form and content. Some of the task cards pertain to specific lessons and should be introduced as directed in this guide. Other cards may be introduced at the discretion of the teacher. Cards regarding field trips should be copied and a copy given to the tour guide at least three days before the children make the trip. In that way, teachers can expect a more successful visit. Cards involving telephone calls, interviews, observations and so on, should be used only after the teacher has made previous arrangements. The teacher should be thoroughly familiar with all of the task cards in each set. The cards may be used throughout the year as a choosing activity; they are not dependent upon particular lessons once they've been introduced. It is hoped that the children will have many opportunities to select career studies through use of a variety of task cards during the year.

Task Cards prepared for use at Kindergarten and Grades 1 and 2 are often designed for small group use and will require the help of a tutor or parent volunteer in order for the directions to be read and explained.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be utilized in this unit:

- Films and filmstrips, as listed.
- Tapes and tape recorders.

SUGGESTED INSTRUCTIONAL MATERIALS (Continued)

-Newspapers and magazines
-A variety of art materials
-Set of task cards

Books:

Title	Author
At the Bakery	L. Colonius
Ben's Busy Service Station	J. Barr
A Book of Astronauts for You	F. Branley
Your World: Let's Build a House	B. Pope
A Walk in the Neighborhood	J. Behrens
You Visit a Dairy: Clothing Factory	L. Meshover
Doctor John	T. B. Thompson
Let's Go to a Dentist	N. Buchheimer
What Do They Do? Policemen and Firemen	C. Greene

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first to be certain of suitability for specific students and situations.)

Film: MP 2626 How Will I Grow

Note: Many other community worker films are available.

COMMUNITY RESOURCES

The following resource persons may be utilized in this unit:

-Parent groups
-School personnel

INSTRUCTIONAL STRATEGY: LESSONS 1-6

Lesson 1

PURPOSE

To develop the students' awareness of the inherent benefits to themselves and others of being productive.

MATERIALS

1. Task cards 1 through 3.
2. Entry Level Assessment.
3. Suggested film: How Will I Grow, #2626 (available through Instructional Resource Center (IRC): Office of the Kern County Superintendent of Schools Office.)
4. Projector.

INTRODUCTION

Say: "Today we will talk about various kinds of jobs. We will find out how people feel when they create a product or perform a service. We want to talk about how they feel when others (cutomers) enjoy the product or service."

CLASS ACTIVITIES

1. Take pre-test.
2. Have a class discussion, based on introduction.
3. View film or filmstrip.

SUMMARY

1. Summarize filmstrip.
2. Individual reports from groups using task cards.

ENTRY LEVEL ASSESSMENT

NAME _____

Draw a picture of someone doing a job. We will talk about the job when you are finished. (When the students finish their pictures ask the questions on the Entry Level Assessment.)

Job Name

1.

Jobs You Do at Home

1.

2.

3.

4.

Other Jobs You'd Like

1.

2.

3.

4.

5.

6.

7.

Lesson 2

PURPOSE

To develop children's awareness of a variety of jobs and the knowledge, skills and training necessary to their performance. The advantages and disadvantages of each job and the job's importance to society will also be explored.

MATERIALS

1. Pupil Awareness Inventory, following pages.
2. Task cards 4 and 5.

CLASS ACTIVITIES

1. Do the Pupil Awareness Inventory.
2. Use task card 4 as a class activity.
3. Use task card 5 as a review of job awareness.

SUMMARY

1. Discuss the information gathered.
2. Make a composite list of the jobs not listed on the Pupil Awareness Inventory.
3. Individual reports from children using task cards.

Pupil Awareness Inventory

Name _____ Date _____

As the teacher reads the occupations, check the correct columns.

	I have heard of this occupation.	I can describe what a person in this occupation does.	I know someone who works at this job.
Beautician			
Principal			
Barber			
Sanitation Worker			
Teacher			
Plumber			
Judge			
Baker			
Pharmacist			
Firefighter			
Lawyer			
Sports Writer			
Doctor			
Coach			
Counselor			
Forest Ranger			
Bank Teller			
Store Clerk			

Casnier	_____	_____	_____
Carpenter	_____	_____	_____
Police Officer	_____	_____	_____
Artist	_____	_____	_____
News Commentator	_____	_____	_____
Clergy Person	_____	_____	_____
Student	_____	_____	_____
Veterinarian	_____	_____	_____
Librarian	_____	_____	_____
Cement Mason	_____	_____	_____
Clerk/Typist	_____	_____	_____
Store Manager	_____	_____	_____
Farmer	_____	_____	_____
Military Person	_____	_____	_____
Interior Decorator	_____	_____	_____
Route Sales Person	_____	_____	_____
Dentist	_____	_____	_____
Secretary	_____	_____	_____
Custodian	_____	_____	_____

What jobs do you know about that are not listed here?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Lesson 3

PURPOSE

To continue to develop children's awareness of a variety of jobs and the knowledge, skills and training necessary to their performance. The advantages and disadvantages of each job and the job's importance to society will continue to be explored.

MATERIALS

1. Interview Sheets, next page.
2. Task cards 6 through 8.

INTRODUCTION

Say: "Today we will interview an adult who can tell us details about his or her job. First we must discuss just what an interview is." (Talk about an interview.) "Here is an interview sheet. I will ask the parent helper to read the questions on the sheet to me. I will answer the questions about myself. You will interview ME."

CLASS ACTIVITIES

1. Interview the teacher.
2. Do task cards.

CLASS ASSIGNMENT

Take an interview sheet home. Have one of your parents fill it out. Then I will read the sheets to the class so we can find out more about your parent's job.

SUMMARY

1. Review the information gathered during the teacher interview.
2. Individual reports from children using task cards.
3. Go over the plan for interviewing a parent.

Note: Information from the interview sheets should be transferred to a large sheet on the bulletin board. The pupil interview sheets should be kept in a folder for future reference.

JOB INTERVIEW SHEET

1. Tell about your job. _____

_____

_____

2. Tell some of the things that you do on your job. _____

_____

_____

3. What do you like most about your job? _____

_____

_____

4. Tell what you had to do to be able to get your job. _____

_____

_____

5. Tell why your job is important to other people. _____

_____

_____

6. What are some things that you dislike about your job? ____

_____

_____

7. If I wanted to have a job like yours, what things should I begin doing to get ready for it? _____

_____

_____

Lesson 4

PURPOSE

To develop children's ability to illustrate their awareness of the relationship of various (school-learned) skills to their job situations.

MATERIALS

1. Master list of jobs from Lessons 2 and 3.
2. Chart paper.
3. Task cards 9 and 10.
4. 12 x 18 manila.
5. Crayons or felt pens.

INTRODUCTION

Say: "In the last two lessons we talked about many different kinds of jobs. We interviewed people to find out more about the kind of work they do. Today we will begin to determine how the things we learn in school can help us do these various jobs well. Let's make a list of all the things we do in school. We will try to think about how a worker might use some of our school skills on his/her job."

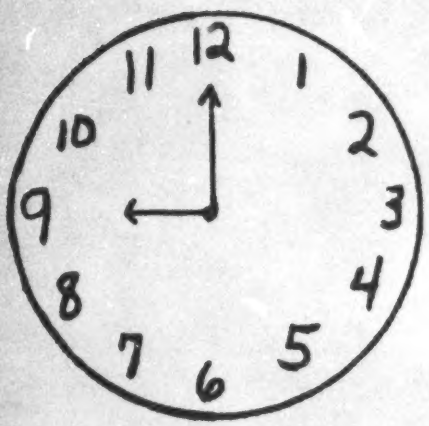
CLASS ACTIVITIES

1. On chart paper list 4 general skill areas as headings. Develop class understanding of their meanings; then encourage the children to list as many school skills as possible under the headings. Some will overlap. (See following pages---Sample Skills.)
2. Using master list of jobs, indicate which specific school-learned skills would be used in the performance of each job. (This could be done as a class activity.)
3. Make posters to show how we use school-learned skills at home or at play, (see ideas on following page).
4. Use task cards.

SUMMARY

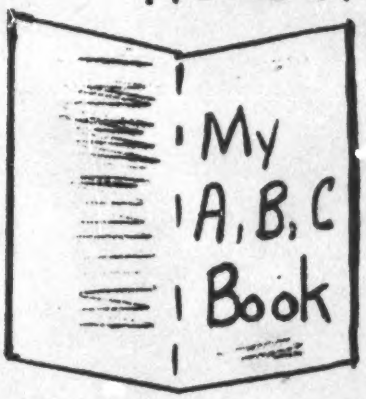
1. Review the findings regarding the use of school-learned skills.
2. Share posters.
3. Individual reports from children using task cards.

Skills At Home or Play



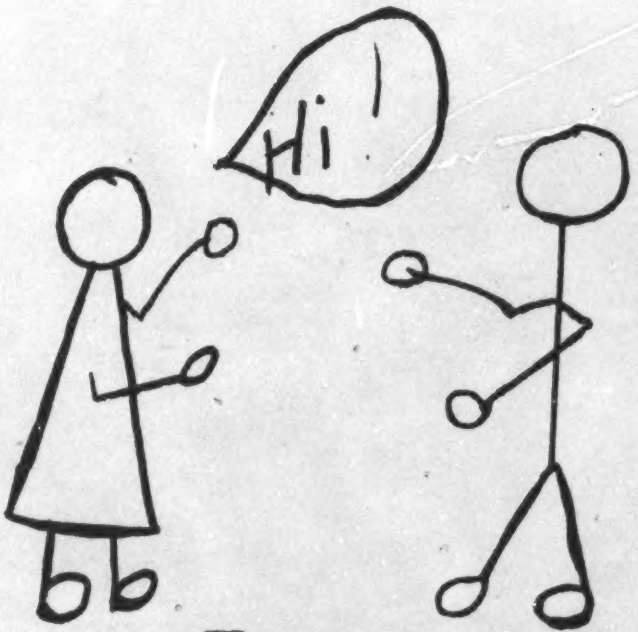
Math

Reading



Spelling

Writing



Friendship

Art

Running

SAMPLE SKILLS

(lesson 4)

Academic	Social	Artistic
Reading	Getting along with others	Keeping room/desk clean, attractive and orderly
Spelling	Sharing	Drawing
Math	Helping others	Drama
Writing	Listening	Dancing
Listening	Cooperating	Singing
Speaking	Making decisions	Playing instruments
Language	Working with groups	
Social Studies Research	Practicing independence or self-direction	
	Friendship	
	Following directions	

Lesson 5

PURPOSE

To enable students to assess how much they've learned about work, job selection and skills necessary to do a job.

MATERIALS

1. Task cards 14 and 15.
2. Tape recorder.
3. Tape from pre-test.
4. Entry Level Assessment.
5. Entry Level Assessment Worksheet from Lesson 1.

INTRODUCTION

Say: "Today we will find out how much we've learned about work and working. Let's listen to the tape we made before the unit began. Let's find out how much more we know now about jobs and work."

CLASS ACTIVITIES

1. Listen to the pre-test tape.
2. Make a new tape as a post-test.
3. Use task card 14 and any others that the students find interesting.

SUMMARY

1. Individual reports from students using task cards.
2. Children should feel free to comment on things they've learned. They should feel free to talk about things they've liked or disliked about certain lessons or the unit.

HOW WOULD YOU FEEL?

You need:

1. Artistic skill as an actor
2. Another person

Select one or more situations to act out for the class.

A. Your refrigerator is broken. The ice is melting. Water is all over the floor. Call a servicer for help. How would you feel when it is fixed? How do you think the servicer feels?

B. Your telephone is dead. You need to make an important call. How do you contact a repairer? How would you feel when the phone is repaired? How do you think the repairer feels?

ON STAGE!

You need:

1. Artistic skill as an actor
2. Another person

Select one or more situations to act out for the class.

A. Your car is not running. You need a new one. You shop at several new car agencies. You've found the right car at the right price! How do you feel? How do you think the car sales clerk feels?

B. You are looking for a new outfit to wear to a special birthday party. You look in many shops. You find a friendly sales clerk to help. How do you feel when you find just what you're looking for? How do you think the sales clerk feels?

ACTING IS FUN!

You need:

1. Artistic skill as an actor
2. Another person

Select one or more situations to act out for the class.

A. You are shopping for a special gift for your father. It will soon be Father's Day. A friendly clerk helps you find just what you're looking for. How do you feel? How do you think your father will feel when he gets his gift? How do you think the clerk feels?

B. Your piano is out of tune. You must have a piano tuner come to your home and tune it. How do you feel when your piano sounds new again? How do you think the piano tuner feels?

JOBS YOU ENJOY

You need:

1. pencil
2. paper
3. crayons

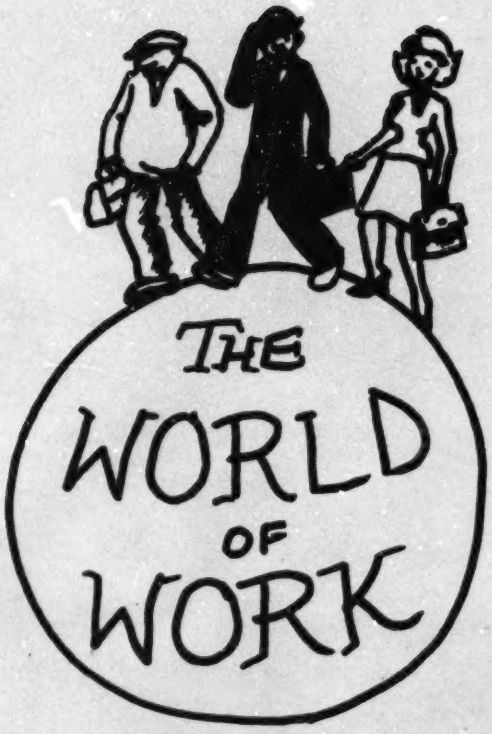
Tell about a job you enjoy doing at home or at school. Draw a picture to show us what you are doing. Tell us about why you enjoy your jobs. Tell about the skills you need to have so that you can do the job.

PANTOMIME GAME

You need:

1. Acting skill
2. One class full of children
3. 35 job titles

Put names of various jobs on small slips of paper. Fold the slips. Keep them in a box or large envelope. Select one child to come forward to choose a slip. Whisper the job listed on the slip to the child. Have her pantomime what the worker might do on the job. The children in the class have three chances to guess the job title. Use the pupil awareness inventory for job ideas.



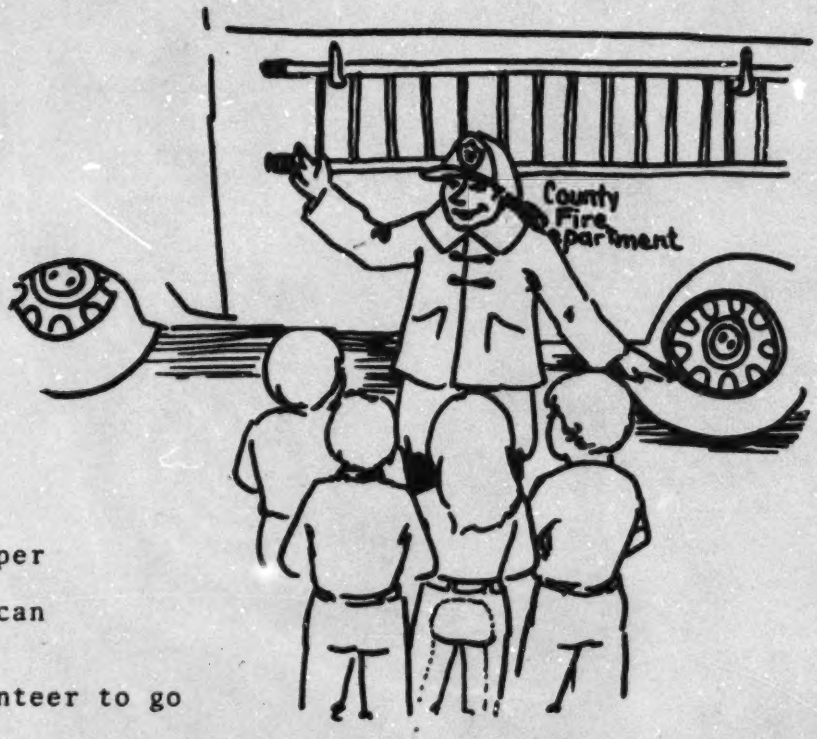
COLLAGE

You need:

1. large poster paper
2. magazines and newspapers
3. scissors
4. paste or glue

Cut out pictures of people working at various jobs, tools used to perform various jobs, classified ads, and other related material. Arrange the pictures attractively into a collage. Paste.

This is a good small group activity. Suggested number of students working on each collage is 5.



OBSERVE A WORKER

You need:

1. pencil
2. a piece of paper
3. a worker you can observe
4. a parent volunteer to go with you

Find someone you can observe at work. It could be someone who works at school. Be sure you get permission!

Observe for 20 minutes. Take notes. Be ready to tell the class what you observed. Can you name some skills the worker used?

Things to think about:

1. Work quietly
2. Use good social skills
3. Observe each person for 5 minutes
4. Places to go:
   - library
   - office
   - nurse
   - a classroom
   - custodian

WORKER RIDDLES

You need:

1. pencil
2. paper
3. a parent helper

Solve these riddles. Tell your answer to the parent helper. Then make up a riddle about some job you'd like! Tell it to the parent volunteer so she can write it down.

A. I come to your house almost every day to bring you something you want to read. WHO AM I?

B. I make women and men look nice by using scissors, curlers and permanent waves. WHO AM I?

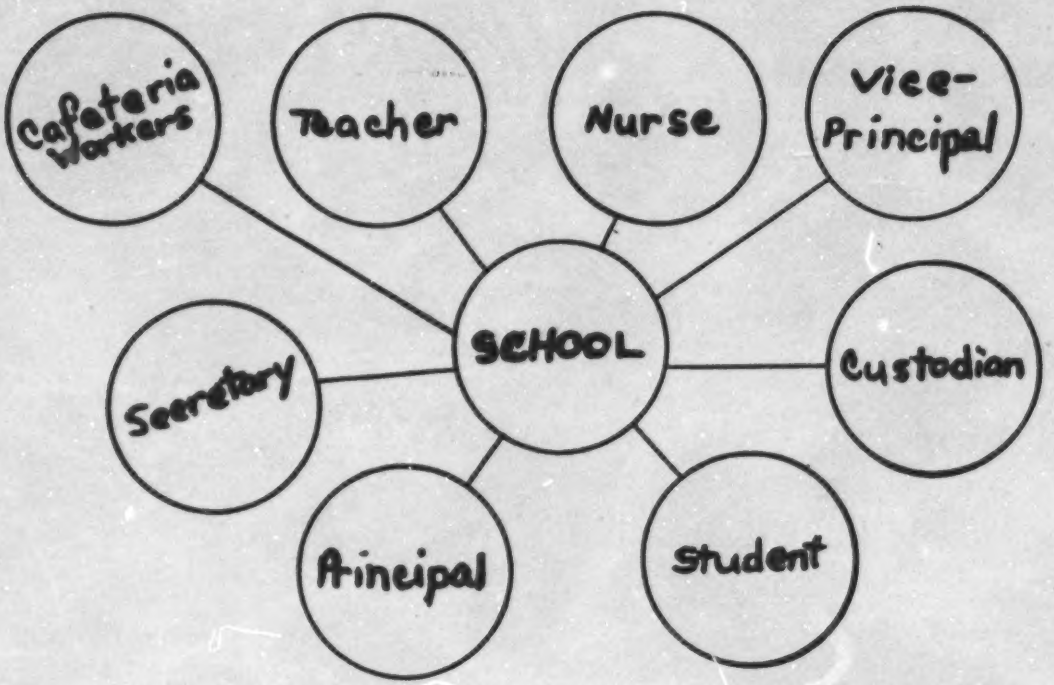
C. I build sturdy houses and walls. I use a special kind of heavy blocks with cement between them. WHO AM I?

ARE YOU PUZZLED?

You need:

1. old magazines
2. tagboard
3. paste
4. scissors
5. small box or envelope
6. felt pens

1. Find and cut out a picture of someone working.
2. Paste it on tagboard.
3. Draw puzzle pieces.
4. Cut the pieces out.
5. Put the pieces in a box or envelope.
6. Label your puzzle.
7. Give it to a friend to work.



WORKER WHEELS

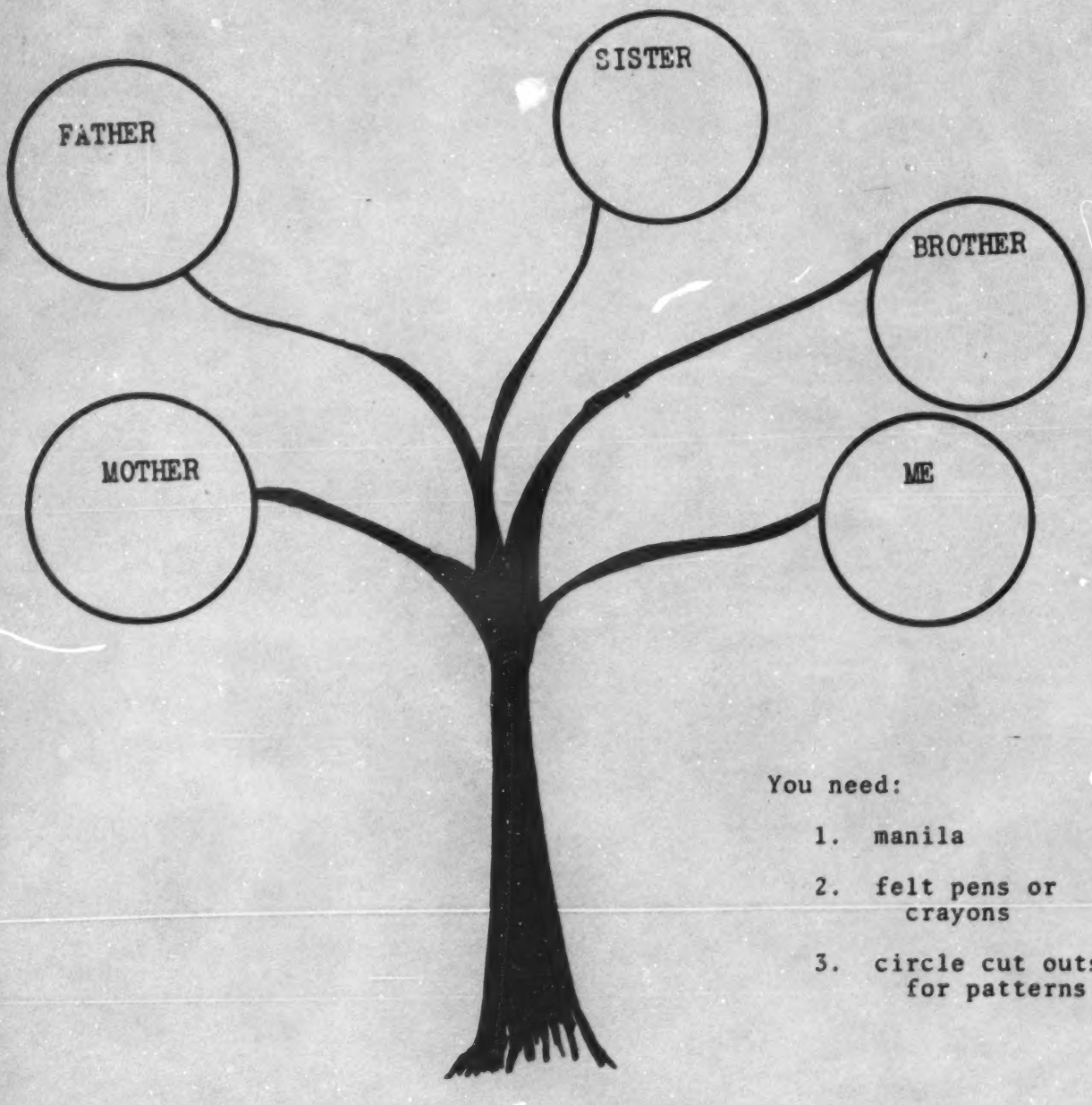
You need:

1. construction paper
2. felt pens
3. compass

Make a worker wheel by listing as many jobs as you can for one of these:

SCHOOL	GAS STATION
HOSPITAL	HOUSE CONSTRUCTION
BANK	AIRPORT
GROCERY STORE	TOY FACTORY

MY FAMILY WORKER TREE



You need:

1. manila
2. felt pens or crayons
3. circle cut outs for patterns

Draw a large tree with branches for each member of your family. Be ready to tell about the jobs held by each person in your family.

THE WORLD OF WORK SCRAPBOOK

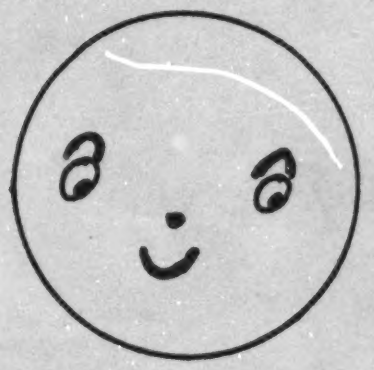
You need:

1. construction paper
2. magazines and newspapers
3. scissors
4. paste
5. felt pens

Cut out pictures of people doing various jobs. Arrange them attractively and paste them on pages. Organize the pages in a scrapbook. Label your pages. Make an attractive cover.

I'm an animal doctor.

I work at the zoo.
I feed the animals.



HOW ARE JOBS ALIKE?

You need:

1. scrapbooks - manila
2. magazines
3. paste and scissors

Make a two-page scrapbook to show how jobs are alike. Find pictures that show different jobs that are alike in some way. Think about these titles for your scrapbook.

1. I work with animals.
2. I work with machines.
3. I work near water.
4. I travel on my job.
5. I work with people.
6. I work outside.
7. I work inside.

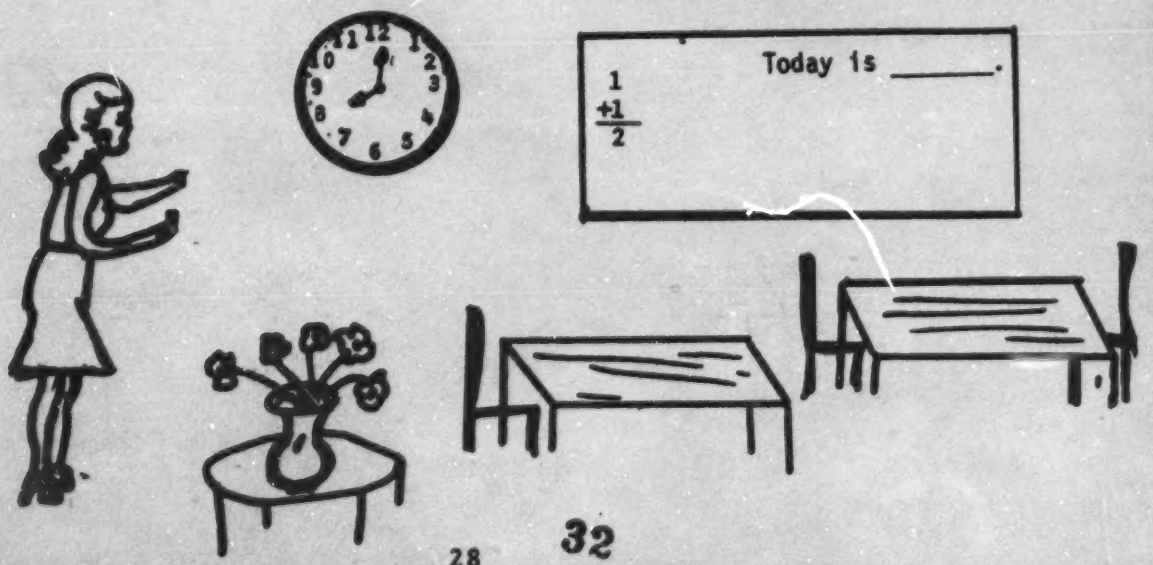
I WANT TO BE...

You need:

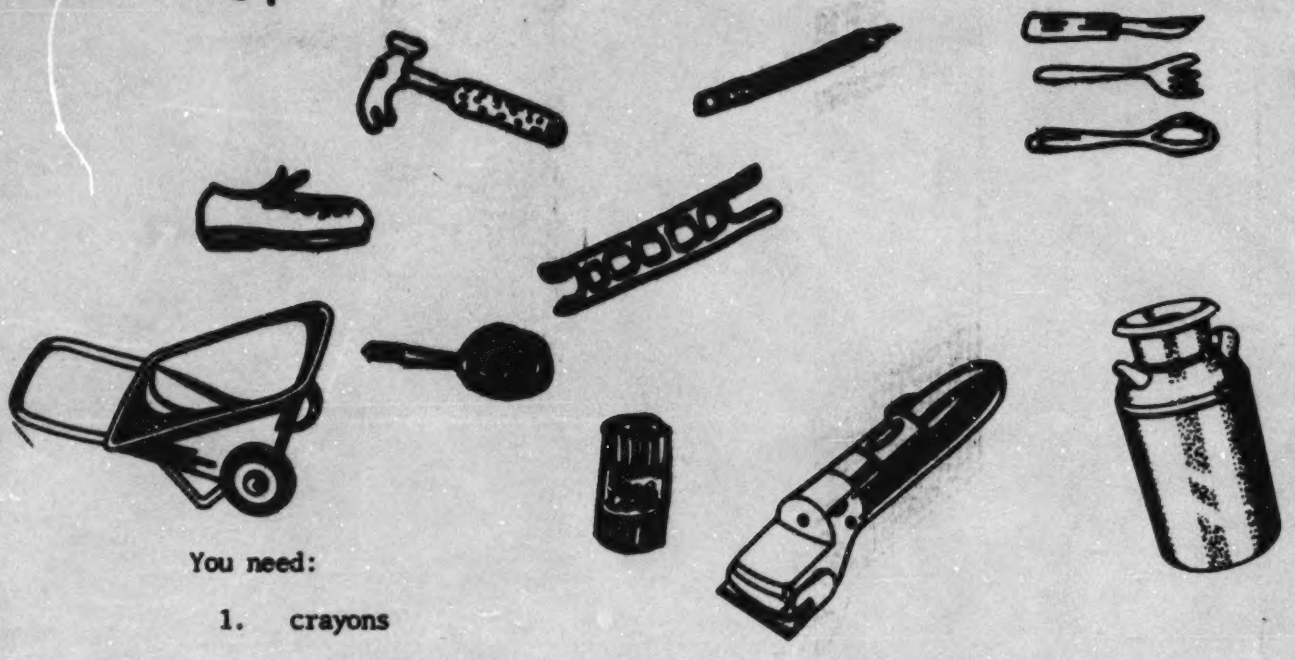
1. 12 x 18 manila
2. crayons

Color a picture to show a kind of job you might like to try some day. Show some tools you might need for your job. Have a friend try to guess the name of the job you're showing.

Can you guess the name of this job?



Tools of the trade!

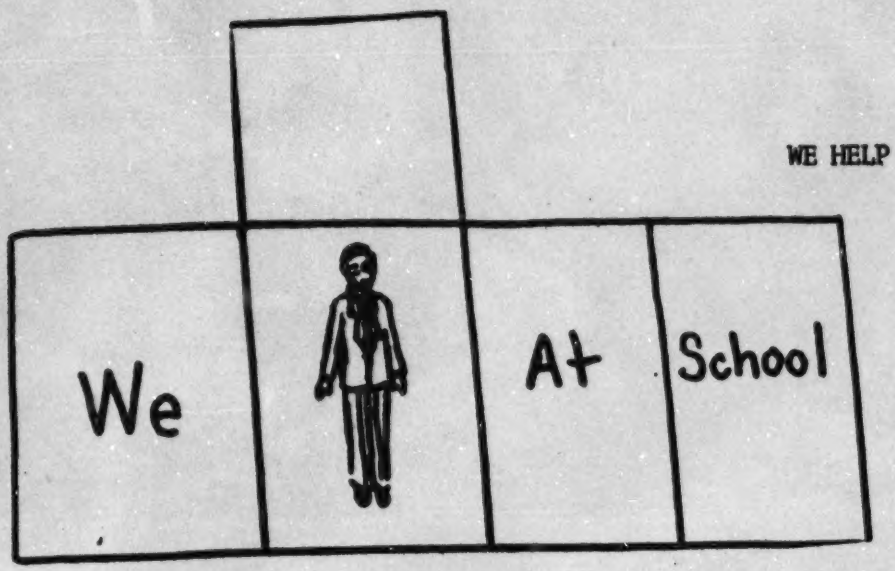


You need:

1. crayons
2. 12 x 18 manila

Fold your paper in half. On one part draw a picture of a tool that you've seen someone use. On the other side draw a picture of the person that might use that kind of tool. Be sure to include any special hats or uniforms the person might wear. Have your teacher label your picture for you.

(As a class activity the teacher may want to cut the work half from the half with tools and play a matching game.)



WE HELP AT SCHOOL

You need:

-12 x 18 manila paper

-crayons

-scissors

-pencil

Fold your paper in half - the long way. Cut the top half in four parts, just up to the fold. Draw a picture under each flap of four workers who help at school.